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ABSTRACT

A discussion is presented on the problem of declining minority enrollment in higher education, and in particular, teacher education. Poverty is cited as a major factor in decreasing college attendance on the part of minority students. The pressure to raise admission standards and the use of the National Teacher Examiniation to determine whether a teacher education graduate will be certified are also cited as contributing factors to the decline of minority teacher education students. Survey results on the status of black teacher education candidates in Indiana are presented as well as responses from institutions around the country about the declining presence of minorities in higher education generally and teacher education specifically. Suggestions on possible solutions to the problem include encouraging active involvement of minority alumni groups. (JD)

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MINORITIES IN TEACHER EDUCATION

by

Stanley Warren

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Minorities in Teacher Education

By the late 1970s, minority students across the country were graduating from high schools in record numbers. Logic and history might lead us to believe that this success story has caused an increase in minority student college enrollment and graduation; nothing could be further from the truth. The many external pressures that seem to be making it easier and easier for minorities to forego higher education have been the topics of papers, seminars, articles, speeches, and meetings in practically every state in recent months.

With the advent of student activism in the 1960s, the push for education in black, Hispanic, Asian, and Native American communities became a focal point for recognition of success; the more these students enrolled in schools of all kinds, the greater the feeling of success within the movement. The primary push was for colleges and universities to broaden their entry gates, thereby allowing many to enter who previously were excluded.

Poverty as a Factor

Commonly held ideas about reasons for the decline in minority student college enrollment usually center on increased high school dropout rates, poor high school preparation of minority students, elevated entrance requirements, and reduction of financial aid. There is no denying the importance of these categories, but there are others that deserve equal attention. The most important of these is the increased number of minority families below the poverty level. A recent study by the American Association of State Colleges and Universities (AASCU) indicated that minority students are now less able to pay for their education because federal student-assistance programs are not keeping pace with rising costs, and the median family income dropped by 12 percent from 1978 to 1982 with no improvement since. This decrease undoubtedly has had a strong negative impact on minority students. Only 9.6 percent of white families live below the poverty level, while 27.2 percent of Hispanic families and 33 percent of black families find themselves in this precarious state.[1] One indicator is the unemployment rate of minority teenagers, which has been variously reported at between 40 and 50 percent while the unemployment figure used by national policy makers is generally below 10 percent.

Until recently, most of the blame was placed on the students themselves in spite of much evidence showing that financial inability has constantly played a role in preventing many poor students from attending college. A study by the American Council on Education (ACE) indicated that slightly more than half of the 1980 high school seniors not enrolling in college had the lowest socioeconomic status (SES) of those studied.[2] In one sense or another, it is evident that the financial situation bears the burden of accusation along with erasure of the "quota" system and less than stringent enforcement of the federal laws that purportedly were designed to pressure colleges and universities into achieving and maintaining specific minority enrollment standards.

Naturally, the difficulties that prevent minorities from entering higher education institutions are being exacerbated by internal pressures within specific departments and programs. Education is no exception. Prior to the 1970s, nearly a quarter of all black freshmen entering college were routinely

expected to choose teaching as a profession because of the prejudice and segregation remaining in some corners of the job market. One role of the civil rights activity of the 1960s was to create conflict in the system that prevented minorities from entering certain professions. As the impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 began to take effect, blacks and other minorities widened their choices of majors in college; therefore, the number of minority teacher education candidates dropped sharply by the late 1970s as other campus programs enrolled them.

Minorities in Higher Education

One of the great puzzles for the future is to solve the dilemma of the falling rate of college attendance among minority students. College attendance by black students alone declined 15 percent between 1977 and 1982. More dramatically, in 1977, 50 percent of all black high school graduates attended college compared to 51 percent for white students; in 1982 those figures had increased by one percent for white students, but had dropped to 36 percent for black students.[3]

Between 1975 and 1981, as reported by AASCU, the black high school graduation rate increased by 29 percent, but the college participation rate of those eligible declined by approximately 11 percent. Hispanics followed much the same pattern with a 38 percent increase in high school graduation rate and a declining college attendance rate of 16 percent. Hispanics aged 25 or older were finishing high school at a 46 percent rate. The white student graduation rate fell seven percent, but their college attendance rate was virtually unchanged.[4] Asian-Americans gained in enrollment rate and degrees at all levels. One result of these startling changes, which will have a mind-boggling impact on our future, are that minority students, who drop out of the education stream at every level to a greater degree than do whites, are moving society toward an undereducated, nonwhite working and poor class that could tax the social service system beyond its capacity.

Although the many studies available make it difficult to settle on specific numbers or percentages because of disparities in the reports, it is a certainty that the number of black and Hispanic students attending colleges and universities is down considerably; and it is a trend rather than a series of single incidents. Black and Hispanic enrollments are now below 30 percent.

The situation in Indiana is much like that in other states. A recent report by the Indiana Higher Education Commission (ICHE) reported that the number of blacks seeking higher education in Indiana fell 2.5 percent between 1982 and 1983 while white enrollment remained nearly constant. Over the three-year period between 1980 and 1983 the decline of black student enrollment in Indiana higher education institutions was 5.3 percent. Other minorities declined 2.2 percent in 1983-84.[5] Evidence that this phenomenon is a national one is readily available in the newspapers of nearly every state. Michigan, Ohio, California, Pennsylvania, Arkansas, Rhode Island, Washington, D.C., Maine, and Wisconsin all have reported similar problems. When a school such as Oberlin College in Ohio, which is spoken of fondly by blacks at every

level because of its history of opening its doors to minorities when few other schools would, had its black enrollment fall to 60 students, a decline of 39 percent in 12 years, the universal stature of the problem becomes apparent.[6] Concern by social activists and educators has added to the standard list of ideas about this falling rate of college enrollment among minority students. Heading that list is the poor preparation of public school students living in impoverished areas.

No matter what the controversy about SAT tests might be, it is a major component in the decision process regarding enrollment at most colleges and universities. To paraphrase an old joke, the good news is that the average SAT scores for minority students increased significantly in 1985. But the bad news is that blacks, Puerto Ricans, and Mexican-Americans continue to lag behind whites. Blacks scored an average of 346 on the verbal and 376 on the math sections while white students scored 449 on the verbal and 491 on the math, giving white students an edge of more than 100 points in each category. In the all important verbal category, both Puerto Ricans and Mexican-Americans showed increases; the former ten points and the latter six.[7]

Many SAT watchers agree with a recent National Research Council (NRC) study that shows that blacks are in shortest supply in quantitative-degree curricula. This is the result of a "cycle of avoidance" where lack of preparation in science and math leads to lack of interest, anxiety, and non-enrollment in college.[8]

Table 1

1982 High School Graduates Who Took
At Least Three Years of Science and Mathematics

	Science	Mathematics
Asian Americans	45.2 percent	68.1 percent
White	33.7	49.5
Black	22.9	38.5
Native American	16.0	28.6
Hispanic	16.0	31.4
All students	30.4	46.2

Source: U. S. Department of Education, National Center for Education Statistics[9]

One attempt to rectify this situation is being made by Texas A & M University. Dr. Ivory Nelson, Chair of the Committee on Black Student Retention in Higher Education in Texas, has proposed a plan for all students to take a core curriculum including chemistry, physics, and calculus. According to Nelson, this would improve average SAT scores for black students. The committee also has recommended that all high school students in Texas be required to take the SAT or the ACT.[10]

In the face of mounting criticism of education from elected and appointed government officials and the public at large, the decision by many school systems to raise standards is acting as a counterbalancing force to the recent gains by minority students in the higher education admission process. Minimum admission standards and strengthened prescribed patterns of high school courses have been mandated by approximately 50 percent of the states. In the Midwest, Indiana, Illinois, and Michigan have, thus far, established no such standards. Ohio and Kentucky have set minimums, leaving establishment of criteria to individual school systems.[11] This trend to higher admission standards has moved at a quickening pace from large public institutions, such as Ohio State, down to the community college level.[12] Schools such as these, where high school graduation and residency were often the ticket to entry, have been the staples for poor minority students, as attested by their high percentage of black and Hispanic enrollment. All evidence indicates that this movement, which is cutting across all postsecondary institutions, is continuing to grow. The devastating effect on minorities is more than obvious.

In a 1980 report by Donald Smith for the National Advisory Committee on Black Higher Education and Black Colleges and Universities, it was reported that there was a growing lack of interest by admissions offices in underachieving minority students from inner-city schools. In one interview, when asked about enrolling minority students, a school official said, "parochial and prep school graduates have been socialized to fit into our academic and social requirements better than those of the public schools."[13] Two-thirds of all Hispanic students attend inner-city high schools with predominantly minority student bodies and would fall far outside this parochial school description.[14] The report by Smith has been echoed constantly over the last five years without much change. The avoidance process has not abated during this time and may have increased because of the tight-money approach being pursued by countless colleges and universities. Many higher education institutions have determined that not only are minority students from inner-city areas not academically and socially prepared to enroll at their institutions, but that they are "too expensive" relative to upper- and middle-class white and minority students.

In nearly every report by an independent agency or higher education institution in recent years, reduced financial aid has been named as one of the factors in the decline in higher education attendance by minority students. While the cost of attendance at a public college has increased by approximately $300 in the last three years, financial aid has not kept pace with inflation. A $1,600 Pell Grant in 1974 would be the equivalent of a $3,000 grant in 1985. Not only is there a dramatic shift from grants to loans in financial aid packages, but fewer and fewer minority students are recipients. In 1981-82, nearly one-third of the aid recipients were members of minority groups; by 1983-84, that figure had declined to slightly more than one-fourth.[15]

The student-aid problem for minorities is extremely complex and often is not divorced from the admissions process. In a recent study the National Student Aid Coalition concluded that many poor students do not attend college because they are not aware of their eligibility for student aid.[16] It seems the information often does not reach minority, poor, and such nontraditional students as working students and mothers because colleges and universities do not recruit heavily in inner-city areas and areas where high concentrations of poor minority students live. When information is available in these communities,

it is generally out of date or the reference guides and instruction materials are available too late.[17] Currently, approximately 60 percent of the public school recipients of student aid receive Pell Grants; but legislation in the congressional pipeline and proposed legislation from the executive branch are pressing for distribution formulas that call for more loan money and less grant money. Amid speculation that the school finance situation for college students was worsening, ACE conducted a review of 15,000 student-aid records. The report indicated that low-income (below $15,000) families must expect to pay at least one-half of the costs of college.[18]

Minority Graduate Students

To recognize the extent of the issue of lowered minority enrollment, a look at minority presence in graduate schools will be instructive. The numbers tell a story that is difficult to refute. At Purdue University between 1974 and 1984, American Indian enrollment in graduate school was up from eight to 15; Oriental American enrollment was up from 56 to 78; Spanish American enrollment was up from 15 to 63. Black enrollment was down from 102 to 61. Although these figures represent a slight gain in enrollment of minorities, the large reduction in black graduate students and the increase of foreign graduate students from 617 to 1,116 over the same period is indicative of the problems facing graduate schools around the country.[19] Nationally, our resident aliens receive more doctorates than all minority recipients except in Psychology, Humanities, and Education.[20] The pattern is even clearer at other schools such as the University of Michigan, which saw its numbers of black graduate students fall from 459 in 1979 to 234 in 1984.[21] Similar declines have been registered at Harvard Stanford, Princeton, and U.C. Berkeley,to name a few of the major institutions. According to Father Healy of Georgetown University, the black graduate school ratio was more than 10 percent in 1975 and the Hispanic ratio was 2.5 percent. By 1984, the figures for blacks had fallen to 4.2 percent while the Hispanic figures remained stable.[22]

Indiana University loses about 16 percent of its freshman class each year; and by the end of four years, only half of a particular class will graduate.[23] This high level of attrition, which is not abnormal in Indiana, is a weak link in the feeder system from undergraduate to graduate schools that has proven to be valuable to all graduate programs. Attrition of minority students often is higher than for the student body at large.

Impact of the NTE

If a special commission was charged with the responsibility to outline the most depressing scenario for attracting students to teacher education, it would need only to take a page from real life to accomplish the task. Between 20 and 25 percent of the states have begun using an entrance examination; an equal number use minimum admission standards; more than 50 percent are using the NTE or a similar comprehensive examination to determine whether a teacher education graduate will be certified; and critics are pressuring individual states to raise passing test-score levels. If this direction continues, the crush of these changes may be too ponderous for poor minorities to survive.

The falling rate of college attendance among minority students is amplified considerably when the scope is narrowed exclusively to teacher education. In 1980 minority teachers accounted for approximately 12.5 percent of the national teaching force: Blacks, 8.6 percent; Hispanics, 1.8 percent; Asian-American and Native Americans, less than one percent each.[24] The National Teacher Examination appears to be a major culprit in the array of difficulties that have come together to cause significant reduction in these numbers.

Although the data on the "new" NTE is not sufficient to draw conclusions, a trend is becoming clear. Pass rates are variable from state to state, ranging from 10 percent to 85 percent.[25] The average rates are low enough that by the late 1990s, only five percent of the public school teaching staff will be minority. Sadly, a multiplier effect is occurring. As news of the low pass rates for minorities on the NTE and other standardized tests becomes common knowledge, applications for teacher education from minorities become even more scarce. In 1981, less than three percent of all black college freshmen were expected to choose teaching as a career, compared to 23.5 percent in 1968.[26]

Black Teachers in Indiana

A recent survey of teacher education programs in Indiana is a good illustration of the current situation. During the spring semester of 1985, there were 40 teacher education programs (TEPs). Based on 31 responses to a mailed survey, it was estimated that there were 150 black students enrolled in TEPs around the state, 64 in elementary education and 86 in secondary education. The same survey revealed that there were 104 black students enrolled in a management curriculum, which is consistent with national trends.

These figures are impressive, but they become even more impressive when placed alongside other pertinent information. Black teachers currently make up a little less than six percent of the teaching force in the state, or approximately 2,900 teachers. More than 1,000 of these are in Indianapolis alone. Indiana's teaching force in general is an aging one, and the minority contingent is no different. In 1980, there were 179 black teachers with 20 or more years of experience in Indianapolis alone; there were 335 who had been teaching for 15 or more years. Looking at this situation from another vantage point, there were 477 teachers on the Seniority List whose birth year was listed as before 1930. When this figure is superimposed on the 150 enrolled teacher candidates in the responding institutions, the enormity of the problem becomes obvious.[27] Other figures of interest were 14 teachers with Spanish ancestry and eight Asians. Since Indiana ranks last in the Midwest and very low nationally in teacher salaries, and approximately $1,000 below the national average on per-pupil expenditures, there is no reason to believe that there is hope of going out of state in search of replacements for retired black teachers or black teachers from among the 12,000 Indiana teachers who have left the profession within the last five years for more lucrative fields. In business programs, black student enrollment from 1966 to 1978 grew from 14.5 percent to 21.6 percent; it dropped from 23 percent to 8.9 percent in education.[28]

Other information of interest from the survey centers on male-female presence and numbers of black faculty. In the 31 schools responding to the survey, there were 1,852 full-time black male students and 2,436 full-time black females, approximately a four-to-three ratio of women over men. For part-time students, there were 845 black males and 1,319 black females, slightly more than a three-to-two ratio.

Table 2

Indiana Survey of Black Teacher Education Candidates
Black Students and Faculty in 31 Responding Institutions

1. Black students:	Full-time	M - 1852			
		F - 2436			
	Part-time	M - 845			
		F - 1319			
	(sex not specified - 219)			Total	6671
2. Black faculty:	Institution -				
	Full-time	M - 73			
		F - 74		Total	157
	Part-time	M - 43			
		F - 41		Total	84
	With terminal degree -				
	Full-time	M - 44			
		F - 27		Total	71
	Part-time	M - 24			
		F - 7		Total	31
3. Black Education Majors:					
	Elementary	- 64			
	Secondary	- 86		Total	150
4. Black Education Faculty:					
	Full-time	M - 6			
		F - 9		Total	15
	Part-time	M - 2			
		F - 3		Total	5

5. Black Faculty Rank:		M	F
(Education)	Lecturer	2	3
	Assistant Prof.	1	2
	Associate Prof.	4	1
	Full Professor	1	

There were 73 full-time black male faculty and 74 full-time black female faculty throughout the responding institutions (including education departments, programs, and schools). However, when looking at black faculty with terminal degrees, the picture changes considerably. There were 44 full-time black males and 27 full-time black females with terminal degrees. Additionally, there were 24 part-time black males with terminal degrees and seven part-time black females with terminal degrees. The survey also indicated that for full-time blacks in education departments, there were six males and nine females, which is a bit more than 10 percent of all full-time black faculty in the survey, and there were two black part-time males and three black part-time females.[29]

At the base of this troubling pyramid, in Indiana and other states, is the poor quality of education received by minorities in elementary and secondary institutions. Any effort to overcome the shortage of minority teachers should propose a long-term plan for assisting elementary and secondary schools in their struggle to improve the quality of their efforts.

Responses from Around the Country

Institutions around the country have had mixed reactions to the information about the declining presence of minorities in higher education generally and teacher education specifically. Fortunately, many have decided that there is but one choice; to continue their attempts to eliminate the class and race disparities in higher education. The University of Michigan, alarmed by the downward trend in its number of minority faculty and students, concluded that the following factors determine whether minorities choose to stay or go: isolation, participation in campus activities, number of minority faculty members, or number of "non-traditional" or "non-Eurocentric" course offerings. As a result of internal and external investigation, it was recommended that all qualified in-state minority students should get a financial aid package of $5,500, that merit awards to outstanding minority students be increased, and that less emphasis be placed on traditional college entrance examinations because of their discriminatory nature.[30]

More and more recognition has been given to the need for a critical mass of minority students, which in turn will help to perpetuate minority student retention and enrollment. The University of Connecticut has launched a program to honor 15 of the state's outstanding high school seniors at a "Day of Pride" celebration by awarding each a full four-year scholarship. The "top 100" also are honored for academic excellence, community projects, and extracurricular activities.[31] Penn State, one of the most active institutions in the minority student derby, has created a new "Minority Advanced Placement Program" (MAPP) to identify, recruit, and graduate academically promising minority students. The program, which is funded internally, is designed to identify minority students during their junior year in high school. Students take credit and noncredit courses during the summer. Those who perform well can enroll free of charge for an additional course during the next year. After successfully completing this course, students qualify for early assurance of admission to Penn State for the next term.[32] In a companion program, a Science Expo is held each year for 500 minority students and teachers to support the all-university effort to double the numbers of minority students on campus.[33]

Tuition waivers, scholarships, and grants are being used by several schools in answer to the oft-cited reduction in financial assistance for minority students. The state of Pennsylvania has established a tuition-waiver plan for students who have exhausted other grant opportunities. The total number receiving awards is not to exceed one percent of the state's 63,000 full-time undergraduates.[34] In one of many examples of cooperative efforts between higher education institutions and industry, the University of Illnois has received $166,000 from Motorola Inc. to institute a program that strengthens science education by training teachers in high schools serving minority students.[35] One of the more significant programs in recent years is aimed at faculty and graduate students. The McNight Foundation of Florida has initiated a $5 million public/private effort to increase the number of blacks throughout the Florida higher education system. An important aspect is the exclusion of "education" as an eligible major.[36] In a more traditional effort, funding by the Mellon Foundation ($2.1 million) has made it possible for the College Board to award 500 scholarships to Hispanic high school seniors.[37]

Retention has been neglected as a primary source for increasing the number of minority students on campuses, but it may be coming into its own in the face of these overwhelming numerical disparities. For example, the University of Delaware, operating under the principle that the university has an obligation to keep students once they are admitted, has established an elaborate retention program. The Advisory Committee on Retention of Black Students looked at inner-city recruitment, aid for black students, expanded counseling for those about to withdraw, and recognition of faculty who offered academic support for black students; and the committee held meetings with the deans of each division. At the conclusion of its deliberations, the committee established a very ambitious set of guidelines designed to aid the retention of black students. They recommended the establishment of a college advisory board, infusion of material relevant to black culture in courses, one-on-one counseling within departments (courses, travel-study, majors), semester review by the Dean's Office of each black student, recognition of achieving black students, use of good black students as tutors, and institutional and departmental workshops on retention.[38]

Most of the retention programs have similarities, but there are many unique features. The New Jersey Higher Education Board has established new linkages with predominantly black school districts, has tried to improve the college remedial programs, and has established education opportunity centers for college-age adults.[39] The University of South Florida, on the other hand, is in the process of disestablishing a student-faculty mentor program because it was felt that students continued to be apprehensive. In its stead, they have established Project Thrust/Junior Mentor, which pairs new black students with upper-class volunteers for orientation, introduction to key personnel, and on-going contact with the student mentor.[40] A similar big brother-big sister program exists at Auburn University in Alabama.

California, with its abundance of minorities, has several retention plans proposed by both private and public institutions. In 1984, eight private liberal arts institutions formed the Southern California Retention Consortium. All increased retention by improving student housing, establishing special programs for commuters, providing extended orientation and counseling, and implementing curricular innovations. One key to success for the program, which was funded by a $371,000 grant from the Kellogg Foundation, was recognition of key early warning signals from those who were considering dropping

out.[41] University of California at Berkeley has doubled its minority student population within the past five years primarily because its freshmen (21.5 percent of total student population) returned for a second year at a rate of 82 percent. Included are university students who were admitted through special action and those lacking educational and economic advantages. Among the factors in this success are person-to-person efforts across the state, counseling of prospective minority students while they are still enrolled in high school, a summer bridge program, and a center to help students learn to learn.[42]

In response to this kind of data, Boston University has launched a program for welfare mothers, which has not yet experienced much success. The state of Massachusetts has set aside funding for 20 to 30 welfare mothers to attend college. By the spring semester of 1984, only three mothers had enrolled; but the program continues with the hope that small successes will lead to larger ones.[43]

As more and more institutions begin to look closely at internal resources to aid in resolving the problem of vanishing minorities on their campuses, the growth of black alumni groups has taken root. Among those fully developed are Colorado State, Clemson, Florida State, University of Michigan, Notre Dame, Purdue, and Indiana University. There are several others throughout the country, but their goals are similar. They are attempting to use black alumni as recruiters, role models, sounding boards, and financial supporters of the university. Certainly, an outgrowth of the increasing numbers of black students becoming more closely involved with their alma maters will be increased networking among black graduates and students and a lessening of the isolation of black students on college campuses.

While it is true that the programs mentioned above have been designed for entire institutions, their adaptability to education departments is quite apparent.

Responses from Teacher Education Institutions

The ripple effect of the declining minority presence on campus is exerting tremendous pressure on teacher education programs around the country. Responses to this situation have been varied. Dean Bernard Gifford of the University of California at Berkeley has proposed the early identification of minority and low-income students who have a commitment to teaching; intensive university and postgraduate teacher training; and programs and rewards for outstanding, effective teachers once they are in the classroom. Interesting aspects of Gifford's proposal are that it calls for contacting students while they are still in high school, tutorials at the undergraduate level, scholarships at the graduate level, and "re-certification" of teachers through testing after they have begun teaching.[44]

The University of Arkansas at Pine Bluff, under the leadership of Chancellor Lloyd V. Hackley, has created an imaginative program that is even more extensive than that in California. The desire to draw better black students into teaching has led to a restructuring of the university with emphasis on students taking more liberal arts courses and closer monitoring of student progress. In an attempt to create situations that would allow

earlier assessment of student progress and correction of deficiencies, seminars, workshops, and test-taking courses for students were implemented for teacher candidates at UAPB. This led to a teacher warranty system that guaranteed the performance of UAPB teacher education graduates for three years after graduation.[45]

Soon, efforts such as those being launched by UAPB and U.C. at Berkeley may be aided by a center for research on the minority teacher shortage. With the help of a planning grant from General Telephone and Electronics Corporation (GTE), the American Association of Colleges for Teacher Education (AACTE) has proposed such a center to monitor current and proposed research on minority achievement in education at state and national levels.[46]

Avenues to Consider

The internal workings of education systems have never been so visible as they are today. Unfortunately, many critics who have something of substance to say are, on the surface at least, saying much the same things as the perennial hypercritics. Schools of education around the country have responded in a variety of ways, some of which have led to the following suggestions for teacher education units in Indiana.

The high rate of unemployment among minority teenagers has caused many of these young people to eliminate college as an economic possibility. Scholarships earmarked for minority students interested in teaching surely would attract attention from a number of these candidates. Funding could come from appeals to alumni, but a more promising avenue may be departmental grantsmanship. It appears that the idea of corporate partnerships has caught on, and corporations have shown an eagerness to be of assistance to public schools either directly or indirectly. For schools of education to act as conduits to assist corporations in this effort seems a natural step to achieve a mutually desired result.

Several schools have found that internal problems are bigger stumbling blocks than are outside forces. Being able to make early contact at the admissions level with minority students who have shown an interest in teaching is essential. Having specified program criteria for the kinds of student the education unit is seeking is imperative, as is having seasoned admissions counselors who will carry out that mandate. Care should be taken to get information to predominantly minority schools and communities early after reviewing the literature to be certain that it is "demystified" and graphically sensitive to multi-ethnic audiences.

Education departments should feed into the university recruiting system by participating in Admissions Days when students are brought to campus, becoming involved with Upward Bound and other campus groups with similar goals, as well as entering into the high school visitation process. This will give members of the department opportunities to counsel students and to help with their educational decisions. This high visibility in the public schools can have a positive impact on high school students and teachers and on the admissions office staff. Old Dominion University, in an attempt to open the lines of communication with the surrounding community, has developed a Black Community Outreach Center to engage in community-based research and related activities.

These precollege responses are essential to increase minority participation in education; however, establishing a good retention program may be even more important. Use of ESL programs, counseling, peer tutoring, individual financial aid re-evaluations, writing seminars, workshops on taking tests and study techniques, sponsoring peer study groups, and faculty conferences to discuss the progress of students in the program will not only enhance the retention effort, but will be a giant step toward increasing the pass rate of minorities on the National Teacher Examination (NTE). Clearing the pipeline by increasing the abilities of minorities to become more competitive on the NTE is vital if efforts to increase minority participation in education programs are to have meaning.

The growth of black alumni groups is long overdue. In several instances, the impetus for these organizations has come from black alumni rather than from the college or university, which has caused these groups to expend most of their energy trying to become full-fledged parts of the alumni mechanism. A few institutions, in recognition of the short-term and long-term value of black alumni support, have begun to experience success in creating a feeling of supportiveness among black undergraduates. The value of such support groups should not go unnoticed, but the need to expand these efforts to include all minorities is obvious. The smallest of groups should have a suitable means of identifying with the university in some way.

Schools of education should begin to use this resource. Where alumni groups already exist, making an effort to become involved with them in any way possible can be beneficial to recruiting and retention. A greater challenge would be to start a minority-based alumni group composed of blacks, Puerto Ricans, Asians, Mexican-Americans, American Indians, and other interested groups and individuals. This could be particularly fruitful for some graduate education programs because there are many minorities with graduate education degrees from Indiana colleges and universities.

Students who have appeared sporadically in our campus populations over the years, such as those over 21 years of age, married students, and part-time students, are in the ascendancy. The college attendance rate of minorities has not kept pace with the high school graduation rate; therefore, there are significant numbers of minority high school graduates in the over-21 age group who might be persuaded to enroll in a nontraditional teacher education program.

Other nontraditional students are equally available. Many men and women who are no longer parenting would welcome an invitation to attend school, as would students who left school early and are engaged in other occupations. The largest number of available students, according to all growth projections, may be housed at two-year institutions. Liberal arts institutions have not always welcomed the opportunity to drink from the same cup as community colleges; but in this instance, such an elitist attitude could be costly. Minority student enrollment at community colleges has skyrocketed and is partially responsible for the lowered enrollment of American Indians, blacks, Hispanics, and Asians in traditional four-year institutions.

In the future, availability may not be the major question. By 2020 there will be 44 million blacks (up from 26.5 million). The number of Asians will rise from nearly four million to six million, and the number

of Hispanics will rise 2.2 percent. This will make Hispanics the fifth-largest Spanish-speaking population in the world and the largest U.S. minority group. Sixty percent of this group will be of Mexican ancestry; and if current trends continue unchecked, most of the Hispanic college students will be enrolled in community colleges.[47]

There are, of course, several stumbling blocks that will make this liaison a difficult one to establish. Uppermost among these is the nature of the curriculum at most two-year colleges. Early specialization, required vocational courses, and limited liberal arts curricula combine to create a situation that would prevent many of these students from transferring into the upper-division level of a four-year institution and beginning the required professional curriculum in education. However, establishing a working relationship with a series of two-year colleges, with an eye toward having an impact on their curriculum and creating certification programs designed to accommodate their students, would allow education departments to tap an entirely new source of minority students.

Above all, drastic change must occur within education departments if they hope to have successful experiences with the new melange of students, with whom they must become involved if they are to survive. A "mix and match" approach to ideas and concepts from university-wide programs and from projects by education departments around the country will result in offices to recruit and counsel transfer students; creation of on-site programs at businesses, shopping centers, and high schools; and custom-built degrees for such nontraditional students as welfare mothers, faculty workers, child-care workers, and part-time students, who make up 66 percent of the college population. Close scrutiny of programs in other departments and at other institutions will eliminate the need to re-invent the wheel. Of particular interest should be Minority Engineering Programs because of their proven effectiveness.

For years, teacher educators have lectured their students on the wonders of creativity. For teacher educators, it is time to put the shoe on the other foot. Whether education programs can enter the twenty-first century with their academic integrity and their positive approaches to community service intact are issues that must be central to change.

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